



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

College	CEAS
Department	Educational Psychology
Program Unit	<p>*MS in Special Education, Mild Moderate Disabilities Option *MS in Special Education, Moderate Severe Disabilities Option *Education Specialist, Mild Moderate Disabilities Credential, Preliminary *Education Specialist, Moderate Severe Disabilities Credential, Preliminary</p>
Reporting for Academic Year	2014-15
Department Chair	Dr. Jack Davis
Date Submitted	6/15/15

1. SELF-STUDY

A. FIVE YEAR REVIEW PLANNING GOALS

A. For purposes of national (CAEP) and state (CTC) accreditation, these programs, like all programs in our PreK-12 Professional Education Unit, define goals/objectives biennially. Data are gathered every year. Every other year is an “Analytic Year,” in which two years of data are analyzed to determine Unit and Program improvement goals/objectives. The alternate year is an “Implementation Year,” in which program modifications are completed to meet the goals/objectives. Goals and objectives were defined during the 2010-2011 academic year. Program modifications were made in 2012-2013 to achieve those goals and objectives. Those goals and objectives are reported here with a summary of the achievement of those goals/objectives in the next section. 2012-2013 was an Analytic Year, the analysis has been completed; new goals/objectives were defined during the 13-14 year, to be implemented in the Winter and Spring of 2014 and the 2014-15 academic year. Final data regarding the programs’ efforts to meet the goals will be collected at the end of Spring 2015.

B. Five-year Review Planning Goals Progress

2014-15 Goals-Cluster Improvement Plan

1. Education Specialist Credential Cluster Objective 14.1 (Moderate-Severe Disabilities) *Increased focus on management and logistical/organizational/resource*

competencies through addition of EPSY 6207 course (previously in LII) and corollary assignments paired with full time student teaching in the final quarter

CTC Program Standard: Education Specialist Preliminary Standards: 2: Professional, Legal & Ethical Practices; 4: Communication & Collaborative Partnerships; 5: Assessment & Curriculum; and M-S Disabilities Standard 4: Assessment and Program Planning

Summary of Implementation to date:

Changes implemented in response to Improvement Plan: The EPSY 6207 syllabus has been redesigned in 2014-15 to include increased concentration within course content on and specific assignments related to the logistical and resource management components of the standards above. In particular, a Case Management Toolkit requires candidates to identify, critically evaluate, select and synthesize materials and resources related to key professional practices including:

- Scheduling and management (paraprofessional supports, related services, etc.)
- Plans for communication/collaboration with general education teacher colleagues
- Evidence-based core curricular strategies and resources selection and use for intervention
- Student self determination and person-centered transition (futures) planning
- Strategies to develop and support Family partnerships
- Professional development: for self and others
- IEP goals/progress- monitoring, evaluation/assessment and grading, reporting.

Evidence to Document Changes:

1. Annual Curriculum Retreat Minutes, Summer 2014: SPED Faculty M-S Disabilities With University Supervisors and Instructors.
2. Syllabus 6207 revised in 2014 for Spring implementation, 2015.
3. Candidate performance ratings on the Case Management Toolkit assignment as described above (June, 2015 completion).
4. (Upcoming) Exit survey data Spring 2015 from candidates to be compared with 2014 Exit survey data on this component.
5. Course evaluations to come after Spring quarter, 2015.

Changes completed: 2014 through June 15, 2015. Full EPSY 6207 course and assignment revisions will have been implemented for one quarter with the cohort of student teachers who are currently in their final, seventh quarter of the dual Education Specialist-Multiple Subjects credential program.

Rationale: Graduate data obtained through a) structured graduate surveys completed in 2013 and b) Graduate focus groups held in May 2013 (see Biennial Report, Education Specialist: Moderate-Severe Disabilities Program, September 2013) indicated a need for an increased emphasis within the fourth and final (full time) student teaching or Internship quarter, on: resource management, scheduling and the related logistics of this complex inclusive

specialist role.

2. Education Specialist Credential Cluster Objective 14.2 (Mild-Moderate Disabilities)

Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching experiences.

CTC Program Standards: Education Specialist Mild/Moderate Disabilities Standard 4: Effective Communication and Collaborative Partnerships; Program Standard 13: Curriculum and Instruction of Students with Disabilities; Program Standard 15: Field Experience in a Broad Range of Service Delivery Options; M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction; M/M Standard 6: Case Management

Data source: Examination of syllabi and candidate work for EPSY 6860, 6862, 6880

Completed: June 2015

Rationale: This 2014 Cluster Improvement objective was selected as it reflects data gathered through structured interviews with program completers, field supervisors and cooperating teachers. Review of the contents of the fieldwork experience syllabi by a panel of practitioners and cooperating teachers indicated a need for increased Identification of the content for each of the fieldwork and student teaching experiences is needed in order to prepare candidates for the range of responsibilities of Education Specialists in the area of Mild Moderate disabilities.

Previous Cluster Plan Report:

Goal 2: Special Education Cluster: Improve candidate competence in the area of student support (UAO 3: Working Collaboratively).

Objective 2.1: Mild Moderate Program: Incorporated content and strategies in curriculum and instruction courses that prepare candidates with the knowledge and skills to support student access to and learning in the core curriculum.

Objective Met

The content of EPSY 6133 was revised to incorporate targeted strategies that would provide candidates with more knowledge and skills to support student's access to the core curriculum. The syllabus was reorganized; the content of the course became subject matter

focused. The text, Validated Practices for Teaching Students with Diverse Needs and Abilities r presented candidates with subject specific strategies as well as strategies that could be incorporated across the curriculum. Candidates were presented with strategies and programs that have documented success as presented in research and professional literature. Programs such as Board English, Board Math, Touch Math, Read Naturally, REWARDS were modeled by the course instructor and then practiced by the candidates. Strategies from the Strategic Instruction Model (SIM) developed at the University of Kansas were modeled in class. Candidates were able to apply some of the strategies and/or materials in their classrooms. Documentation of the strategy implementation was presented in a course assignment.

Candidates prepared a strategy presentation through the use of pod-casts, video demonstrations, Voice-Thread, Prezi or Glogster presentation programs. Technology presentation and student interaction/response is an underutilized method to provide for student access to the core curriculum.

The requirements for the Teacher Work Sample completed by candidates in EPSY 6134 were revised to focus on demonstration of candidate's knowledge and skills to enable their students to access the core curriculum.

Objective 2.2: Mild Moderate Disabilities Program: Incorporate content and strategies in curriculum and instruction courses that enable candidates to increase student positive behavior, social, and communicative skills.

Objective Met

The content of EPSY 6127 was revised to incorporate strategies that would prepare candidates to increase student positive behavior, social and communication skills. The assigned reading for the course included chapters from Strategies for Teaching Students with Learning and Behavior Problems on positive behavior support, social and communication skills. Additional readings from You're Going to Love this Kid!, focused on building social and communication skills for students with autism. In class materials from the IRIS center <http://iris.peabody.vanderbilt.edu/index.html> and from a multi agency site <http://www.autisminternetmodules.org/> added to candidates knowledge and skills in the areas of communication, social skills and positive behavioral support.

Candidates shared the positive behavior support plan forms and procedures from their school districts. In class candidates reviewed websites such as Positive Environments Network of Trainers (PENT) <http://www.pent.ca.gov>, papers and presentations from Dr. George Sugai and others. Candidates completed a positive behavior support case study where they identified a student who required such support, conducted a functional analysis and used the data gathered to create a positive behavior support plan. Candidates implemented the

positive behavior support plan and provided a progress report of changes in student behavior.

Social and communication skills were addressed through the incorporation of the work of Michelle Garcia Winner and her Social Thinking Program and Carol Gray's Social Stories into the content of the course. Candidates created instructional sequences to develop students' social and communication skills; many were able to carry out their plans within their fieldwork sites and service delivery models.

Candidates in EPSY 6134, Level II Advanced Curriculum and Instruction and Behavioral Support studied executive functioning and the role that executive functioning has in learning and behavior. Candidates completed a case study of a student with executive functioning difficulties. The candidates collected baseline data from a variety of sources, identified executive functioning difficulties and created a program to help the student build executive functioning skills.

Objective 2.3: Moderate Severe Disabilities Program: Include information in course syllabi for EPSY 6671 on collaboration with families, general educators, related services, and peers via individual student planning meetings.

Objective Met

The added content focus on collaborative Individual Student Planning Team ongoing meetings facilitation and strategies has been added to the Advanced Seminar EPSY 6671 syllabus. For example, student teachers are now required to lead and prepare an analysis of at least one ISPM as an assignment during the final student teaching quarter of 6671. (Please see Sharepoint, Winter 2012).

Objective 2.4: Moderate Severe Disabilities Program: Identify local practitioners to present student planning meeting strategies to class.

Objective Met

The University Supervisor, Maureen Kennedy, is also a part time Inclusion Support Teacher in an area district, who regularly conducts such meetings for students on her caseload. Ms. Kennedy presents this content and demonstrates the competencies for students in field sites. In addition, each of our Master Teachers in school districts now schedules/co-conducts Individual Student Planning Meetings with the student teachers as well.

C. Program Changes and Needs

Changes:

The Commission on Teacher Credentialing revised the standards for Special Education Credential Programs in 2011. 2012-2013 was the first year of implementation of revised program coursework and fieldwork designed to meet the new standards. The first graduates of the revised Preliminary Credential programs were in June, 2013; the third group to complete the 2-year post-graduate program graduates this June, 2015. The new standards called for universities to offer the Education Specialist Preliminary credentials, which we offer at CSU East Bay for both Mild Moderate Disabilities and Moderate Severe Disabilities. School districts and other entities are now the primary agencies for graduates to complete an accredited 'Induction Program' to obtain their Professional "Clear" credentials. This change lengthened the CSUEB preliminary credential program by one quarter and added an additional quarter-long fieldwork for candidates. Also added in the past 3 years were: 1- the Autism Added Authorization (ASD) per CTC changes; and 2- The Early Childhood Special Education (ECSE) Added Authorization to begin through Continuing Education in Fall 2014. Finally, CTC also significantly increased the requirements for supervision and support of all Intern teacher candidates beginning in 2014, further stretching Special Education Program, Department and College resources. Another notable event has been the designation of our Special Education programs within the top 10% of university academic programs ranked by the Planning for Distinction Process. Finally, after 25 years of a minimum of \$200,000 annually in highly competitive federal grants awarded to CSUEB SPED as one of about 15-20 program awarded nationally, for teacher preparation in low incidence disabilities; the SPED faculty were unsuccessful at obtaining a new grant in 2013-2014 for the first time since 1987. The Office of Special Education in USDE now grants less than a dozen of these grants nationally. The loss of the stipends these grants provided to candidates (a required 65% of grant budget) are a tremendous loss to candidate support and recruitment, and to the augmented supervision of candidates that the grants provided, while candidates learn to teach students with these complex needs.

As a result of low enrollment and fewer resources, the College has decided that the Special Education programs in Moderate-Severe disabilities will admit only in alternating years, so there are no new admissions in that Specialist credential or Masters area in 2015. Admissions for future credential cohorts and SPED Masters candidates in area of m-s disabilities are expected to resume in 2016.

Resources:

Between 2008 and 2015, tenured/tenure track special education faculty has declined from 5 to 2.5 due to un-replaced retirements. It will be 2.0 tenured faculty in Fall 2015, with a second tenured professor beginning the FERP process, and only one full-time Professor of Special Education remaining. A possible search for a new TT faculty may be approved to occur in 2016-2017, so there will be no new TT faculty before Fall 2017. Student numbers in Mild-Moderate Disabilities remain constant, and in Moderate-Severe Disabilities there were more applicants as of Feb 2015 than had been at that time in three years. (This was prior to the decision to close the option for 2015).regular (tenured) faculty teach core and credential authorization-specific

courses, and Masters level coursework. Adjunct faculty (lecturers) serve as University field supervisors and teach primarily introductory, and select second year coursework. With the exception of EPSY 5021(which is also a 'service course' taken by Communicative Disorders candidates and by Liberal Studies-SPED Minor Undergrads)), only one section of each EPSY special education course is offered annually. The revised program structure increased our core courses taken by all candidates and decreased MM and MS Disabilities credential-specific courses. The Master's degree program overlaps significantly with advanced level credential coursework (2nd year). Professional collaboration with school and district partners and the spread of graduates across multiple districts and counties results in positive recruitment and support of candidates by on-site mentor/master teachers.

Program Coordinators' responsibilities include: Review of candidates' performance; student recruitment; 40-80 fieldwork placements annually (across 3 quarters); review of the performance of Master Teachers, supervisors, and lecturers; supervisor assignment; annual and quarterly scheduling; communication/agreements with school districts; maintenance and communication with advisory committee; curricular review processes, cultivation and coordination of internships; accreditation program documentation to CTC, WASC, CAEP; and contracted teaching responsibilities at each level of the program. Since programs operate now with fewer tenure-track faculty than we have had since 1984, faculty resources are strained for recruitment, grant-writing, research, building new/additional community partnerships and critical collaborative efforts as well as program expansion. Despite the above-noted resource losses, two new additions –the ASD and ECSE authorization programs- were developed by SPED faculty and approved by CTC within the past three years. As discussed under Changes, the grant loss and un-replaced faculty in recent years underline the significant, continuing need for new tenure track faculty to maintain and expand the Special Education programs. The additional current Coordinator responsibility- shared College and campus wide- is the transformation from quarters to semesters for the two post graduate credentials programs, the concurrent dual credential postgraduate program in collaboration with the Department of Teacher Education , the SPED Masters degrees and the Liberal Studies SPED minor. Upon revision, each credential program will also require re-accreditation with the CA Commission on Teacher Credentialing (CTC) and CAEP.

2. SUMMARY OF ASSESSMENT *Please see appended documents as well on overall assessment process in Special Education.*

A. Program Student Learning Outcomes and ILOs

The Special Education Programs has two sets of Program Student Learning Outcomes:

(1) Four Program Student Learning Outcomes adopted by Program faculty for the MS in Special Education Degree. These PSLOs are the same as the first four Unit Assessment Outcomes (UAOs) shared by all programs in our PreK-12 Professional Education Unit.

(2) For the credential programs, candidate (University student) performance expectations defined by the CTC Standards for Education Specialist Credentials.

(1) Program Student Learning Outcomes for the MS In Special Education/ Unit Assessment Outcomes 1-4

Our graduates will:

(1) Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes;

(2) Demonstrate the ability to create environments, systems, and practices in which all individuals

are treated with respect, dignity, trust, and fairness;

(3) Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments;

(4) Know and demonstrate the content knowledge, pedagogical content knowledge and skills, and pedagogical and professional knowledge and skills, as defined by the California Commission on Teacher Credentialing [CTC] Standards for the Preliminary Education Specialist Credential; either Mild/Moderate or Moderate/Severe Disabilities.

(2) CTC Standards

16 standards shared by all Education Specialist Credential Programs, and 6 specialty standards for the Mild Moderate Disabilities Preliminary Credential Program and 8 specialty standards for the Moderate Severe Disabilities Preliminary Credential Program, along with 3 for the ASD authorization.

***** Attached as Appendix A:** Correlation (Curriculum) Map: ILOs and UAOs (MS Program PSLOs) and Ed Specialist Credential Program Standards

1. Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems

Assessment on CTC Standards and Unit Assessment Outcomes (UAO) corresponds with ILO: Signature Assignments (SA) in EPSY 5136: Program Evaluation; Student Assessment - 6131/6142; Functional Behavioral Analysis and Intervention Plan-6143; Executive Functioning Analysis-6134; Instructional Program Implementation-6137/6860; All FW/student teaching evaluations -6860/6880; Dep't or University Thesis design, conduct and written analysis using MS rubric.

2. Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others

UAOS 3, 4,6; CTC standards correspond: Graduates successfully complete six quarters student teaching -two years, collaborate with General and Special Education Teachers and other professionals in a range of elementary/secondary schools in diverse districts across Bay Area (SA 6860/6880 above); Group collaborative projects occur in multiple courses i.e. SA -EPSY 6129 for professional development; 6137;Assessment (6131/6142) require collaboration/communication skills.

3. Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities UAOs 1,2,3,6-7 and CTC standards as noted-All graduates complete PACT for California Teachers demonstrating CTC standards and CEAS/EPSY social justice mission with English Learners and across diverse populations including those with disabilities; must demonstrate ILO in context of >1000 hours student teaching/internships in special/general education

4. Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

See above re ILO 2 and 3: UAO 3/CTC Collaboration standards are assessed through, for example, SA 6129; comprehensive student teaching CSUEB supervisor evaluations for 6860/6862/6880 and in Internships 6770, Team assignments e.g. SA 6137 Behavior Analysis and Plan; all SA Student Assessments 6131/6142; 6206/07 Case Management /Professional Practice team assignments and in ongoing course groupwork in person and virtually.

5. Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global levels

UAO 1-4.7, CTC standards correspond: Graduates complete Special Education Law-Program Design 5126 with analysis of individual student programs (IEP) and design IEPs to ensure

alignment with law and equity as well as evidence-based practices use; work as change agents within schools, demonstrated by graduate data; fulfill hundreds of unpaid service hours as student teachers; complete e.g. Service Learning assignment-6130.

6. Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.

UAOs 4,6 and all CTC standards correspond: Credential Graduates demonstrate through PACT and SPED Signature Assignments above, (majority of which Masters-only students complete along with their Thesis); all course assignments and exams, RICA statewide Reading Instruction assessment; Mastery score on final student teaching evaluations (6880); Masters-only candidates (not completing credentials) successfully complete at least one quarter of student teaching.

Please list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

B. Program Student Learning Outcome(s) Assessed

As listed under 1.B, the 2014-15 Goal for the CIP for candidates in Moderate-Severe Disabilities was:

1. Increased focus on management and logistical/organizational/resource competencies through addition of EPSY 6207 course (previously part of former Level II credential) and corollary assignments paired with full time student teaching in the final quarter.

Assessed June 15: Data Source: 1-Completer surveys and 2-6207 ToolKit Assignment 2 Scores. **Please see attached Completer Survey Data Part 1 and 2 in separate pdf format.**

As listed above under 1.B the 2014-15 Goal for the CIP in Mild-Moderate disabilities was:

2. Increased emphasis on systems of service delivery, use of data to create IEP's, case management, and collaboration with service providers during the fieldwork and student teaching experiences

C. Summary of Assessment Process

Goal 14.1: Education Specialist Credential Cluster (MS Disabilities)

All graduating candidates in MS Disabilities received the Completer Surveys through an announced link on their Blackboard course page, as is the process with each of the five Signature Assignments as well. Candidates opened the link and completed the questions with online submission. Data from Source 1 the graduating candidate "completer" surveys, were analyzed by the College Assessment Team and are in an attached pdf in Appendix B. Data from Source 2 are being obtained from evaluation by the Instructor (Cynthia Sawchuck) for the 6207 Case Management Toolkit Assignment Two. Scores on this comprehensive individual resource and

strategy **Toolkit for Case Management**, worth 30 points of the 100 possible for the course grade, In the first assessment of the 2014 completers given initial syllabus and course revisions scores ranged from 26 to 30 with a mean score of 28. (N=10).

Goal 14. 2: (MM Disabilities) Education Specialist Credential Cluster Objective 14.2 (MM Disabilities)

Data source: Examination of syllabi and candidate work/outcomes for EPSY 6860, 6862, 6880
To be completed: June 2015

As noted under B above, Goal 14.2 involved significant examination, revision and implementation of revised course-fieldwork syllabi, with results to be available June 2015.

As the attached document (Appendix B: Signature Assignments in SPED) indicates with the two tables, both Education Specialist credential programs contain four-six Signature Assignments (SAs) requiring synthesis/application/analysis employing knowledge/skills across multiple credential standards (PSLOs) and performance competencies, scored with rubrics provided in advance to candidates, and embedded in coursework and/or student teaching, in areas including: site-based services analysis/evaluation, a comprehensive positive behavior support assessment, plan and implementation; student teaching mastery across standards domains; collaborative paraprofessional development design and implementation. Overall, average scores across SAs with candidates across programs are 'satisfactory-demonstrates competence' (3.5) to 'exceeds target' (above 3.5) range. Exit and graduate survey data further validate program rigor with teachers indicating how well the program prepared them for their complex, collaborative, individualized instructional role with students with disabilities.

Readers please note:

Appendix A Curricular Maps and #3 Statistical data on subsequent pages, with apologies for the page break below. SPED Faculty had a great deal of difficulty getting the template to work on our Macbooks with Word 2011 and were advised by IT staff to save the document in an earlier version of Word as it would not re-open otherwise. After we inputted our report. The two curricular maps are attached in Excel.

Appendix B Signature Assignment Tables and Completer Survey data for Goal 14.1 follow in separate docs.

3. STATISTICAL DATA (about 1 page)

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data. This section includes the following:

- a) Student demographics of majors
- b) Degrees Conferred by the program
- c) SFR's by discipline
- d) Course History data

California State University, East Bay
APR Summary Data
Fall 2009 - 2013

Educational Psychology					
Item	Fall Quarter				
	2009	2010	2011	2012	2013
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	168	191	159	145	140
4. Total Number of Majors	168	191	159	145	140
College Years					
	08-09	09-10	10-11	11-12	12-13
1. Undergraduate	0	0	0	0	0
2. Graduate	72	64	81	67	51
3. Total	72	64	81	67	51
	Fall Quarter				
	2009	2010	2011	2012	2013
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	12	11	11	10	10
2. Part-Time	0	1	0	1	0
3a. Total Tenure Track	12	12	11	11	10
3b. % Tenure Track	41.4%	50.0%	42.3%	42.3%	35.7%
Lecturer Headcount					
4. Full-Time	0	0	0	0	0
5. Part-Time	17	12	15	15	18
6a. Total Non-Tenure Track	17	12	15	15	18
6b. % Non-Tenure Track	58.6%	50.0%	57.7%	57.7%	64.3%
7. Grand Total All Faculty	29	24	26	26	28
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.2	10.2	10.6	9.9	9.2
9. Lecturer FTEF	5.5	3.8	5.7	3.2	4.1
10. Total Instructional FTEF	14.7	14.0	16.3	13.2	13.3
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	128.3	226.0	204.9	180.1	140.2
11b. % of FTES Taught by Tenure/Track	60.4%	80.7%	76.1%	71.7%	62.4%
12a. FTES Taught by Lecturer	83.9	54.2	64.3	71.0	84.3
12b. % of FTES Taught by Lecturer	39.6%	19.3%	23.9%	28.3%	37.6%
13. Total FTES taught	212.2	280.2	269.2	251.1	224.5
14. Total SCU taught	3183.0	4203.0	4038.0	3767.0	3368.0
D. Student Faculty Ratios					
1. Tenured/Track	13.9	22.1	19.3	18.2	15.2
2. Lecturer	15.4	14.2	11.3	21.9	20.6
3. SFR By Level (All Faculty)	14.5	20.0	16.6	19.1	16.9
4. Lower Division	0.0	0.0	39.0	32.0	29.1
5. Upper Division	0.0	0.0	0.0	0.0	0.0
6. Graduate	14.5	20.0	16.2	18.7	16.5
E. Section Size					
1. Number of Sections Offered	70.0	93.0	81.0	68.0	68.0
2. Average Section Size	16.0	23.2	17.5	21.2	21.3
3. Average Section Size for LD	0.0	0.0	39.0	28.0	28.0
4. Average Section Size for UD	0.0	0.0	0.0	0.0	0.0
5. Average Section Size for GD	16.0	23.2	17.2	20.9	21.0
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	0	0	0	0	0
8. GD Section taught by Tenured/Track	41	58	51	49	46
9. LD Section taught by Lecturer	0	0	1	2	2
10. UD Section taught by Lecturer	0	0	0	0	0
11. GD Section taught by Lecturer	29	35	29	17	20

SFR through Fall 2013

		Total SCU					term_ftes					term_ft					term_sfr				
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
EPSY	Tenured & Tenure Track	1924.0	3390.0	3074.0	2702.0	2103.0	128.27	226.00	204.93	180.13	140.20	9.22	10.22	10.59	9.93	9.20	13.91	22.12	19.34	18.15	15.24
	Lecturer	1259.0	813.0	964.0	1065.0	1265.0	83.93	54.20	64.27	71.00	84.33	5.47	3.81	5.67	3.24	4.09	15.36	14.21	11.34	21.93	20.64
	Lower Division	0	0	156.0	192.0	174.0	0	0	10.40	12.80	11.60	0	0	0.27	0.40	0.40	0	0	38.95	32.00	29.07
	Upper Division	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Graduate	3183.0	4203.0	3882.0	3575.0	3194.0	212.20	280.20	258.80	238.33	212.93	14.69	14.03	16.00	12.76	12.89	14.45	19.97	16.18	18.67	16.52
	Total	3183.0	4203.0	4038.0	3767.0	3368.0	212.20	280.20	269.20	251.13	224.53	14.69	14.03	16.26	13.16	13.29	14.45	19.97	16.55	19.08	16.90

Course History Table 10.1c California State University, East Bay COURSE HISTORY By Quarter from Summer 2009 through Spring 2014

EPSY

		Summer					Fall					Winter				Spring			
		Sumr 2009	Sumr 2010	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2010	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2010	Sprg 2011	Sprg 2012	Sprg 2013
Lower Division	Number Sections	0	0	0	1.0	1.0	0	0	1.0	2.0	2.0	0	0	1.0	2.0	0	0	2.0	2.0
	Total Enrollment	0	0	0	23	26	0	0	39	56	56	0	0	30	63	0	0	61	71
	Avg Section Size	0	0	0	23.0	26.0	0	0	39.0	28.0	28.0	0	0	30.0	31.5	0	0	30.5	35.5
Undergraduate	Number Sections	0	0	0	1.0	1.0	0	0	1.0	2.0	2.0	0	0	1.0	2.0	0	0	2.0	2.0
	Total Enrollment	0	0	0	23	26	0	0	39	56	56	0	0	30	63	0	0	61	71
	Avg Section Size	0	0	0	23.0	26.0	0	0	39.0	28.0	28.0	0	0	30.0	31.5	0	0	30.5	35.5
Graduate	Number Sections	4.0	2.0	2.0	4.0	5.0	70.0	93.0	80.0	66.0	66.0	66.0	79.0	69.0	65.0	65.0	80.0	63.0	64.0
	Total Enrollment	113	90	82	100	105	1,011	1,411	1,144	1,126	1,098	978	1,303	1,170	1,202	986	1,258	1,035	1,043
	Avg Section Size	28.3	45.0	41.0	25.0	26.0	16.0	23.2	17.2	20.9	21.0	20.1	23.0	22.0	22.9	22.1	24.2	21.0	20.3
DISCIPLINE TOTAL	Number Sections	4.0	2.0	2.0	5.0	6.0	70.0	93.0	81.0	68.0	68.0	66.0	79.0	70.0	67.0	65.0	80.0	65.0	66.0
	Total Enrollment	113	90	82	123	131	1,011	1,411	1,183	1,182	1,154	978	1,303	1,200	1,265	986	1,258	1,096	1,114
	Avg Section Size	28.3	45.0	41.0	24.6	26.0	16.0	23.2	17.5	21.2	21.3	20.1	23.0	22.1	23.3	22.1	24.2	21.4	20.9

Appendix A:
Curriculum Maps: PSLOs, ILOs, UAOs

Please also see Appendix B
Assessment Tables and Narrative ALSO ATTACHED

Education Specialist Moderate-Severe Disabilities Programs Courses and Standards

Courses with a * are core courses for both candidates in Mild Moderate and Moderate Severe candidates. Course with a + are part of the Autism Added Authorization. Fieldwork courses are 4 units; EPSY 6880 is taken twice, once for 4 units and again for 8 units of final FT student teaching. EPSY 6999 is 2 units and is taken each quarter, except for the initial summer quarter. 6770 is Intern supervision occurring every quarter that the candidate is hired as an Education Specialist Intern.

SPED/EP SY CRED COURSES	5021 *	5136	5126 *	6120 *	6124 +*	6129 *	6137	6140	6142	6141 +*	6143 +*	6207	6671	6860	6862	6880	6999	6770 Intern only	ADD MSTR COURSE:	6023 * Res	6911 Uni The s	
CTC STD																						
1																						
2. ProfLeg	X	X	X		X	X	X				X	X	X	X	X	X	X	X				
3 DIV	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X				
4 ComColl	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X				
5 Assess	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		X				
6 Tech	X		X		X		X	X	X	X		X	X	X	X	X	X	X				
7 Trans	X	X	X			X		X	X		X	X	X					X				
8 IEPs	X		X			X			X		X	X	X			X	X	X				
9 ELA		X				X	X	X	X						X	X	X	X				
10 ELL					X	X		X		X				X		X	X	X				
11 Tpc/A	X	X					X						X				X	X				
12 Behav	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X				
13 C&I		X	X	X	X		X	X	X	X		X	X	X	X	X	X	X				
14 Health	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X				
15 Field													X	X	X	X		X				
16 Assess	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
M/S STD																						
1 Char	X	X	X		X		X	X	X	X	X	X	X	X	X	X						
2 Comm	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X				
3 Soc Sk	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X				
4. AsC&I	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X				
5. Mob		X					X	X	X			X	X	X	X	X	X	X				
6. PBS	X	X	X				X	X	X	X	X	X	X	X	X	X		X				
7. Trans	X	X	X			X		X		X		X	X	X	X	X		X				
8. AAC-AT	X	X			X		X	X	X	X	X	X	X	X	X	X	X	X				
ILO	See also PFD report																					
TR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X
COM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X

DIV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COL	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
SUS	X		X	X		X	X					X	X	X	X	X	X	X			X
SED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
UAO	See also PFD report																				
1.EquLO	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
2.EqEnv	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
3.Collab	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
4.KSProf Disp	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
6. FieldExp	X	X											X	X	X	X	X		X		

Education Specialist Mild Moderate Disabilities Programs Courses and Standards

Courses with a * are core courses for Mild Moderate and Moderate Severe candidates. Course with a + are part of the Autism Added Authorization. Fieldwork courses are 4 units; EPSY 6880 is taken twice, once for 4 units and again for 8 units. EPSY 6999 is 2 units and is taken each quarter, except for the initial summer quarter.

EPSY CRED COURSES	5021 *	5125	5126 *	6120 *	6124 +	6127	6129 *	6131	6133	6134	6141 +	6143 +	6206	6670	6860	6862	6880	6999	ADD MSTR COURSES	6023 *	6021	
CTC STD																						
1														X					X			
2.	X		X					X					X	X					X			
3	X	X			X	X								X	X				X			
4				X		X	X	X					X	X	X				X			
5						X		X		X				X					X			
6					X									X					X			
7	X	X	X				X			X				X					X			
8			X				X							X					X			
9		X							X	X				X					X			
10														X					X			
11	X	X						X						X					X			
12						X		X			X	X		X					X			
13		X				X		X	X	X				X					X			
14	X					X	X						X	X								
15														X					X			
16	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			
M/M STD																						
1		X				X		X	X	X			X	X	X	X	X	X	X			
2								X		X				X	X	X	X	X	X			
3		X							X	X			X	X					X			
4.		X				X				X				X					X			
5.								X	X	X				X					X			
6.		X	X					X		X			X	X	X	X	X	X	X			
ILO																						
TR	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
COM	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
DIV	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
COL	X		X	X			X	X		X	X	X		X	X	X	X	X				X
SUS	X			X			X	X					X	X	X	X	X	X				X
SED	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
UAO																						
1.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
2.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
3.	X		X	X			X	X		X	X	X		X	X	X	X	X				X
4.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X

Matrix of TED Courses and Education Specialist Standards

TED/COURSES	TED 5352	TED 5355	TED 5356	TED 5357	TED 5360	TED 5366	TED/COURSES	TED 5352	TED 5355	TED 5356	TED 5357	TED 5360	TED 5366
PROG.STANDARDS													
1 Program Design, Rationale & Coordination							15 Field Experience in a Broad Range of Service Delivery Options						
2. Professional, Legal and Ethical Practices							16. Assessment of Candidate Competence	X	X	X	X	X	X
3 Educating Diverse Learners		X				X							
4 Communication & Collaboration													
5 Assessment	X				X		<i>Mild Moderate Disabilities Standards</i>						
6 Using Educational and Assistive Technology							1 Characteristics of Students with Mild Moderate Disabilities						
7 Transition and Transitional Planning							2 Assessment and Evaluation of Students with Mild Moderate Disabilities						
8 Participating in IFSP/IEP and Post-Secondary Transition Planning							3 Planning and Implementing MM Curriculum and Instruction						
9 Preparation to Teach Reading /Language Arts	X		X		X		4. Positive Behavior Support						
10 Preparation to Teach English Learners		X				X	5. Specific Strategies for Students with Mild						

Appendix B to Part D CAPR June, 2015

Program Key/Signature Assessments

**Signature Assignments Moderate-Severe Disabilities
Narrative below**

Signature Assignment Assessment Points	Standards Addressed	Description
<p>Signature Assignment 1 In 2nd quarter: (EPSY 5136) Program Evaluation</p>	<p>PS 2 Professional Legal, Ethical Practices; PS 3 Educating Diverse Learners .PS 4 Communication & Collaborative Partnerships; PS 12 Behavioral Environmental Supports; 13 Curriculum & Instruction, 14 Healthy Learning Environments; MS Standards 1,3,4,5,</p>	<p>1.Develops indicators of research-based practices and legal requirements of services across 6 areas: inclusive schooling, instruction, curriculum, peer relationships, collaboration 2.Applies criteria and analyzes setting to determine extent of application of IDEA requirements and evidence-based practices 3.Demonstrates application of C & I principles learned to students with disabilities observed 4.Synthesizes and applies research-based practices to selected school site’s services</p>
<p>Signature Assignment 2: 4th quarter- Fieldwork 6860 (with EPSY 6137) Fieldwork Evaluation</p>	<p>PS 2-Professional, Legal & Ethical Practices PS 3- Educating Diverse Learners PS 4-Communication and Collaborative Partnerships PS 5-Assessment, Curriculum & Instruction PS 10-EL PS 15- Special Education Field Experiences</p>	<p>Demonstrates knowledge and application of evidence-based practices in systematic instruction, functional assessment, behavioral principles and positive behavioral intervention according to 6860 criteria and rubric in fieldwork evaluation form</p>

	12,14: Behavior supports; Healthy learning Environments MS Disabilities Standards 1,4,6,8	
Signature Assignment 3 EPSY 6141 Develop Comprehensive Positive Behavior Support Plan (PBS) for student with ASD	PS 13 Curriculum & Instruction, 12 Behavior Supports 14 Learning Environments, MS Standards 1-8 AA Standards 1-3	Knowledge and application of research- based practices in functional assessment of behavior (FBA), learning characteristic of students with ASDs, visual support strategies, social stories and PBS
Signature Assignment 4 (EPSY 6129) Group Design: Paraprofessional Personnel Development Series	PS 4 Communication PS 3,13,14 MM 6 Case Management	Knowledge, synthesis and application of adult learning principles, personnel development evidence based practices including coaching, evaluation of development outcomes, supervision, collaboration, effective teamwork
Signature Assignment 5 Final Student Teaching EPSY 6880(8) 6671 and final Internship 6770	All PS Standards 2-16; MS 1-8	Performance of all skills and application of all required standards and TPEs

Signature Assignments Mild-Moderate Disabilities

Signature Assignment Assessment Points	Standards Addressed	Description
Signature Assignment 1 EPSY 6880 Final Fieldwork Evaluation	All PS Standards 2-16; MM 1-6	Onsite performance of all skills and application of all required standards and TPEs
Signature Assignment 2 Professional Portfolio 6670	All PS Standards 2-16; MM 1-6	Selected artifacts chosen by candidates to demonstrate their knowledge and skills

		related to the TPEs, standards and CSTPs.
Signature Assignment 3 EPSY 6141 Develop Comprehensive Positive Behavior Support Plan (PBS) for student with ASD	PS 13 Curriculum & Instruction, 12 Behavior Supports 14 Learning Environments, MS Standards 1-8 AA Standards 1-3	Knowledge and application of research-based practices in functional assessment of behavior (FBA), learning characteristic of students with ASDs, visual support strategies, social stories and PBS
Signature Assignment 4 EPSY 6129 Group Design: Paraprofessional Personnel Development Series	PS 4 Communication etc. PS 3,13,14 MM 6 Case Management	Knowledge, synthesis and application of adult learning principles, personnel development evidence based practices including coaching, evaluation of development outcomes, supervision, collaboration, effective teamwork

Assessment Process: Assessments and Rubrics, Training Information and Calibration

Students input their key assignments onto the course Blackboard for all course-associated Signature Assignments. The rubric for each assignment is posted with the assignment on Blackboard. There are the two signature assignments that are fieldwork/student teaching evaluations (6860,6880); and these Fieldwork-Student Teaching associated evaluations are input by the Fieldwork Supervisor/Faculty in the fourth and final (seventh quarters), after the evaluation meeting has been conducted with the University Supervisor, candidate and Master teacher. The content for all others is input by the student.

All other assignments are evaluated by one of the three SPED faculty. Training for calibration is not an issue as a result of the small Special Education program faculty size (2.5 tenured faculty, no other fulltime lecturers or faculty). The two assessments that are joint MM and MS disabilities were developed together. The faculty work closely with the University Supervisors (there is one University Supervisor for moderate -severe disabilities and two for mild-moderate disabilities) and review data together, communicating frequently on student progress as measured by these data. The two Signature Assignments that address the common trunk areas in 6129 and 6141 are evaluated within the course quarter by Drs.

Halvorsen and Anderson respectively, as each of them teaches the content for the assignment embedded in the associated courses. These data are shared with Dr. Smetana, who evaluates all Signature Assignments specific to Mild-Moderate disabilities. The Signature Assignments for the MS Disabilities specialization are evaluated by Dr. Anderson with the University Supervisor (6860,6880) or by Dr. Halvorsen (5136).

All courses in the Ed Specialist program are offered only once annually with the single exception of the initial course, EPSY 5021, which is also taken by SPED Liberal studies and Communicative Disorders candidates, and includes no Signature assignments.